

Onward
Bound
— — — — —

2021

Onward Bound Mentoring Manual



Annie Malone
Operation Living Hope
1/1/2021

Onward Bound Mentoring Program Manual

Table of Contents

Vision Statement	1
Mission Statement	1
Overview of Mentoring	1
The Mentoring Process	2
Goals for Mentoring	2
Procedures for Screening and Placing Mentors	2
Strategy of Effective Mentoring	3
Benefits of Mentoring	3
Elements of Effective Mentoring Programs	3
Mentoring Stages	6
Understanding Diversity	6
Youth Culture	7
Facilitating Communications	8
Guidelines for Mentors	9
Reminders for Mentors	10
Appendix	
A. Mentor Profile	
B. Parent Permission	
C. Weekly Journal of Mentoring	
D. Fact Sheet	
E. Mentor Progress Report	
F. Mentor Referral Form	

Vision Statement

Onward Bound Mentoring Program envisions every child and youth of our North Minneapolis and Lino Lakes communities will experience nurturing one-to-one trusting relationships and support. This in turn allows each of them to develop into their full potential capable of making informed, responsible decisions in five, ten years from now as involved community members. The vision for Onward Bound Mentoring Program is also to provide a continuum of mentoring services available to students in a safe, effective manner to achieve those ends.

Mission Statement

The mission of the Onward Bound Mentoring Program is to empower at-risk children, youth, and young adults in our North Minneapolis and Lino Lakes communities to make positive life choices that enable them to maximize their personal potential. Our method is to establish close, enduring connections that promote positive developmental change. Our mentors will be committed individuals, working one on one with their protégés for at least a year on a consistent basis, whose goal is to maximize a student's potential.

Overview of Onward Bound

Generally a mentor is assigned to one student and meets with that student once a week for the entire school year on the school campus.

The goal of the mentor is to develop a friendship with the student and within that relationship, assist the student in developing and achieving goals. Benefits for the students include higher grades, fewer absences, career exploration and the caring, support and encouragement of a role model. For the mentor there is challenge and satisfaction derived from helping students overcome their challenges.

Individuals who join in this business and education partnership, help their protégé's to benefit socially, emotionally and academically and this will lead ultimately to better educated and more productive citizens.

The Mentoring Process

The key ingredient in mentoring is the relationship between the mentor and the student. Like all friendships, there must be caring, trust, acceptance and respect. Friendships do not develop in one hour, so students will not be sharing private concerns for several weeks. Mentors need time to get to know their student. If this process is rushed, the trusting relationship will not develop.

Mentors report that the first few weeks of meeting with a student are a little awkward.

Mentors will wonder if the student will like them, if he/she will talk and what will be discussed. The student has the same concerns about this. It is tough getting through the first few weeks, but sometime between the fourth and sixth meeting, a student will begin to believe he can depend on the mentor to be there each week. That is when the trust begins to form.

When that happens, mentors will really start to look forward to that hour every week. This may become one of the most personally satisfying events in their life.

Since consistency is the key to developing and maintaining the student and mentor relationship, mentors who have a schedule conflict with the mentoring appointment, can meet with their student on any other day of that week, but at the same time of day. The school/student should be called to let him/her know about the change.

Please remember that mentoring does not produce a quick fix to solve difficult, chronic problems. Although many students will benefit from the mentoring relationship, it won't be successful for everyone.

Goals For Mentoring

- Staying in school, graduation
- Finding solutions to problems
- Improving behaviors
- Drug-free and crime-free behavior
- Creating a willingness to trust and accept responsibility
- Increasing attendance
- Improving academics
- Promotion from the current grade
- Dropout retrieval

Procedures for Screening and Placing Mentors

1. Phone call/request for information about mentoring will be handled both by the Administrative Office at Onward Bound office: (763) 416-4663 Annie's cell (763) 227-2438
2. Mentor recruitment packages will be sent by our mentoring contact, whoever is notified first. Training dates will be included.
3. For elementary mentoring programs, a volunteer application, mentor profile application and security check must be completed prior to mentoring. These mentors must remain in visual or auditory contact with a Onward Bound employee. Otherwise, an additional DHS/FBI check, which includes fingerprinting, will be required.
4. For secondary mentoring programs, in which a volunteer mentor has one on one contact with a student in an unsupervised setting that is out of visual or auditory contact with a Onward Bound employee, fingerprinting, (DHS, FBI check, security check) as well as a Onward Bound volunteer and mentor profile application must be completed prior to mentoring.
5. Mentoring paperwork should be returned to the Operation Living Hope/Onward Bound Office. Duplicate copies will be sent to our office
6. Our office will be notified about the results of the background check in approximately eight weeks. The responsibility lies with the school to check on the mentors' security status, as determined by Public Safety office, prior to placing a mentor with a student.
7. All mentors must interview at our site with the volunteer or mentor coordinator. Orientation to school site will also occur. Mentor will be advised of our policies at that time. Our coordinators should also remind potential mentor of training requirements including Hazmat and Bloodborne pathogens information.
8. Mentor coordinator will then match mentor with available student and set up regular weekly sessions. Guardians/parents must give their permission in writing prior to matching with mentor. An activity permission form must be filled out by parents of secondary students prior to the student leaving campus. Only secondary mentors who have been approved through fingerprinting and background checks will be eligible to transport students to off-site field trips. Those mentors will be required to provide automobile and insurance information.
9. Parents must be notified regarding student's mentoring schedule. Follow-up with mentor and student after first session for feedback.
10. System of on-going support and communication provided between mentoring coordinator, school, mentor, and student must be provided.

Benefits of Mentoring

"I thought when I began that I would change a life, and I found that it was my life changed"

According to One to One Partnership, Inc.

46% of mentored teens are less likely to get into drugs

73% of mentored students raise their goals

Hundreds of children in a community are eager to connect with adults who are willing to listen and be there for them.

Our Strategy of Effective Mentoring

Structured, one-to-one relationship that focuses on the needs of the mentored participant.

Fosters caring and supportive relationships.

Encourages individuals to develop to their fullest potential.
 Helps an individual to develop his or her own vision for the future.
 Has a strategy to develop active community partnerships.

A responsible mentoring program requires:

A well-defined mission and established operating principles.
 Regular, consistent contact between the mentor and the participant.
 Support by the family or guardian of the participant.
 Additional community support services.
 An established organization of oversight.
 Adherence to general principles of volunteerism.
 Paid or volunteer staff with appropriate skills
 Written job descriptions for all staff and volunteer positions.
 Inclusiveness of racial, economic and gender representation as appropriate to the program.
 Written administrative and program procedures.
 Written eligibility requirements for program participants.
 Program evaluation and ongoing assessment.
 A long-range plan that has community input.
 Risk management and confidentiality policies.

A Nuts and Bolts Checklist for Mentoring Programs

A statement of purpose and long-range plan that includes:
 Who, what, where, when, why and how activities will be performed.
 Input from originators, staff, donors, potential volunteers, and participants.
 Assessment of community need.
 Realistic, attainable and easy-to understand operational plan.
 Goals, objectives and timelines for all aspects of the plan.

A recruitment plan for both mentors and participants that includes:

Strategies that portray accurate expectations and benefits.
 Targeted outreach based on participants' needs.
 Volunteer opportunities beyond mentoring , (ie. steering committee, recruitment, etc.)
 An orientation for mentors and participants that includes:
 Program overview.

Eligibility screening for mentors and participants that includes:

Description of eligibility, screening process and suitability requirements.
 Level of commitment expected (time, energy, flexibility).
 Expectations and restrictions (accountability).
 Benefits and rewards they can expect.
 A separate focus for potential mentors and participants.
 A summary of program policies, including written reports, interviews, evaluation.
 An application process and review.
 Face-to-face interview.
 Security checks for mentors, which may include character references, child abuse registry checks, driving record checks and criminal record checks, etc.
 Suitability criteria that relate to the program statement of purpose and needs of the target population. Could include some or all of the following: personality profile;

skills identification; gender; age; language and racial requirements; level of education; career interests; motivation for volunteering; and academic standing.

Successful completion of pre-match training and orientation.

A readiness and training curriculum for all mentors and participants that includes:

Trained staff trainers.

Orientation to program and resource network, including information and referral, other supportive services and schools.

Skills development as appropriate.

Cultural heritage sensitivity and appreciation training.

Guidelines for participants on how to get the most out of the mentoring relationship.

Dos and Don'ts of relationship management.

Job and role descriptions.

Confidentiality and liability information.

Crisis management/problem solving resources.

Communication skills development.

Ongoing sessions as necessary.

A matching strategy that includes:

A link with the program's statement of purpose.

A commitment to consistency.

A grounding in the program's eligibility criteria.

A rationale for the selection of this particular matching strategy from the wide range of available models.

Appropriate criteria for matches, including some or all of the following: gender; age; language; availability; needs; interests; preferences of volunteer and participant; life experience; and temperament.

Pre-match social activities between mentor and participant pools may be helpful.

Team building activities to reduce the anxiety of the first meeting may be helpful.

A monitoring process that includes:

Consistent, scheduled meetings with staff, mentors and participants

A tracking system for ongoing assessment.

Written records.

Input from community partners, family and significant others.

A process for managing grievances, praise, re-matching, interpersonal problem solving and premature relationship closure.

A support, recognition and retention component that includes:

A formal kick-off event.

Ongoing peer support groups for volunteers, participants and others.

Ongoing training and development.

Relevant issue discussion and information dissemination.

Networking with appropriate organizations.

Social gatherings of different groups as needed.

Annual recognition and appreciation event.

Newsletters or other mailings to participants, mentors, supporters and funders.

Closure steps that include:

Private and confidential exit interviews to de-brief the mentoring relationship

between:

Participant and staff.

Mentor and staff.

Mentor and participant without staff.

Clearly stated policy for future contracts.

Assistance for participants in defining next steps for achieving personal goals.

An evaluation process based on:

Outcome analysis of program and relationship.

Program criteria and statement of purpose.

Information needs of board, donors, community partners and other supporters of the program.

Source: National Mentoring Working Group, convened by United Way of America and One to One/The National Mentoring Partnership, 1991.”

Mentoring Stages

Getting to know other generally takes (1 month)

Trust development may take (2-3 months)

Problem solving may take (2-3 months)

Acceptance may take (6 months-year)

Career Guidance (continuous)

Understanding Diversity

Mentors should also be reminded that their value system may be different from their students and to be sensitive to diversity issues. Many mentor programs prefer to match students with mentors who come from similar background (e.g., race, ethnicity, socioeconomic status).

Often this is not possible and mentors are matched with young people who may look and act very differently from themselves and whose backgrounds and lifestyles may be dissimilar to theirs. These differences in lifestyle, ethnicity, or perspective can be known as “culture”.

Culture, in this sense, is more than race or ethnicity; it encompasses values, lifestyle and social norms, including such things as different communication styles, mannerisms, ways of dressing, family structure, traditions, time orientation, response to authority and more. These differences may be associated with age, religion, ethnicity and socioeconomic background. A lack of understanding and appreciation of cultural diversity can result in misunderstandings between mentors and students, which could make it difficult or even impossible to develop a trusting relationship.

Ethnic Diversity

If the student comes from a different ethnic background, mentors can learn about the values and traditions of that culture. Such things as the role of authority, family, communication styles, perspectives on time, ways of dealing with conflict, marriage traditions, etc. vary significantly among ethnic groups.

For example: People from Scandinavian and Asian cultures typically are not comfortable dealing directly with conflict. Their approach to problems or disagreements is often more subtle and indirect. Consequently, a young person from one of these cultures may find it difficult to discuss a problem with candor. Similarly, many Asian and Hispanic families place

a high emphasis on respecting and obeying adults. For them, disagreeing with an adult, particularly a family member or in this case a mentor, is forbidden. Conversely, the role and style of communication of some African Americans is much more direct and assertive. Obviously, these are gross stereotypes; they are described here only to exemplify the range of diversity between and among different ethnic groups. It is your task to encourage mentor to learn about ethnic diversity from their student, from their observations and from discussions with program staff so that mentors can better understand the context of the student's attitudes and behavior.

Socioeconomic Diversity

Often, mentors come from different socioeconomic backgrounds than students. While one may have grown up on a farm, the other may never have been outside of the city. One may own a house, while the other may not know anyone personally who owns a new car, let alone a house. A young person's family may move frequently, perhaps every few months, and may not have a telephone. A student may have to share a very small apartment with many people. A mentor must learn that many things he or she may have taken for granted are not necessarily common to all. These types of cultural differences are common between mentor and student and require time and understanding for an appreciation of their significance. Remember, however, that poverty is color blind, and dysfunction can occur regardless of income, geographic location or level of education.

Youth Culture

Many of the characteristics of adolescence are normal, common, developmental traits and consequently don't vary significantly from one generation to the next. For instance, while many adults believe that, in general, teenagers are exceedingly more rebellious than they themselves were as young people, rebellion is a common (and perhaps necessary) ingredient in growing into adulthood. Most of us, as teenagers, dressed very differently – perhaps even outrageously – by our parents' and grandparents' standards. We did things our parents didn't do: we talked differently than our parents, etc.

Take the time to remind mentors to think about what it was like to be their student's age. If you think about the following questions, you'll find that much of what you went through at that age, the student is also going through.

When you were in 7th Grade:

What was a typical day like?

What was really important to you at that time?

What was your father/mother like? Did you get along?

Were friendships always easy or were they sometimes hard?

In general, did you feel as though adults typically understood you well?

To successfully understand diversity, keep in mind that you are the adult – you are the experienced one. Imagine, for a moment, what the student must be thinking and feeling. In general, young people of all ages, but particularly teens, believe they are not respected by adults and worry about whether a mentor will like them or think they're stupid. Take the initiative and make the student feel more comfortable in the relationship.

It's also important to remember to be yourself in mentoring. Sometimes, with the best of intentions, we try to "relate" to young people and try to use their slang and be like "one of the gang." Young people can see through this façade and may find it difficult to trust people who are not true to themselves.

Furthermore, you may learn about another culture, or lifestyle, or age group, but you will never be from that group. Don't over-identify with students; they realize you will never know exactly what they are feeling or experiencing. A young person may actually feel invalidated by your insistence.

Facilitating Communications Between Mentors and Students

To facilitate student sharing, it is crucial to review how to respond. The way a mentor talks with a student will determine how comfortable the student will feel sharing problems.

If you had a problem today that was really bothering you, with whom would you choose to share that problem? What is there about the way that person listens and talks to you that helps you feel more in control? Think about what you receive from that interaction. Think about the physical and verbal clues from that individual that cause you to believe you are heard, understood and respected.

The person with whom you would not choose to share a problem is the one who gives you advice, tells you it is not as bad as you think or says, "don't worry about it." You would probably leave feeling worse. In effect, the subtle message you would have received was that your problem wasn't really important and that you were a little nearsighted for not seeing the obvious solution.

Remember when talking with a student that adolescents have a way of answering questions with one quick word, e.g. "no," "yes," and "o.k." Knowing this, ask open-ended questions that begin with "what," "tell me about" and "how." This strategy will encourage students to tell mentors about him/her self and beliefs.

Super Seven Communication Skills

- 1) Talk at eye level
- 2) Listen with your full attention
- 3) Give occasional acknowledgments
- 4) Remain non-judgmental
- 5) Paraphrase or summarize
- 6) Use silence frequently, listen
- 7) Be accepting of student's feelings

Ideas to discuss that build strong, competent students

You have a choice over how you feel and react.

Don't give other people the power to determine how you feel about yourself.

Learn to actively affirm the great person inside.

Never question your fundamental worth as a human.

Stop comparing yourself to others.

Don't attach your feelings of adequacy to what is happening outside you.

Invest in things that are in your control.

Life is full of happiness and sorrow.

Each one of us is fully responsible for his or her own destiny.

Be aware of situations in which you feel powerless and trapped.

Maintain equality in your relationships.

Build a network of friends to support you and your goals.

Guidelines for Mentors:

Learn your student's name.

Be on time for your mentoring appointment each week. Your attitude about punctuality will influence the student.

See the student every week.

Arrange for a make-up appointment if you cannot be present on mentoring day

Be prepared for the student's appearance and language.

Keep the student's information confidential unless he is planning to hurt himself or others or unless the student tells you about emotional, physical, or sexually abusive acts that directly involve him. These are to be reported to school guidance or school administration.

Take time to establish rapport.

Be accepting and supportive.

Help the student develop a positive self-image.

Notice the student's assets. Comment on them.

Work for gradual progress. Example: "So you got 8 out of 20 math problems right. Do you think you can do 10 out of 20 tomorrow?"

Remember your value system may be different than the student's.

Be aware of limitations. You cannot change the student's home situation.

Realize that the student may not make any measurable progress. Some students will drop out of school no matter how hard you try to keep them in school.

Responsibility for change lies with the student, not with you.

Share general information about yourself, your interests, and your career. Let your student know you.

Help the student see practical advantages of graduating from high school and furthering their education from your unique perspective.

Challenge your student to think about careers. Provide information about careers.

Mentors can use problem solving techniques like these:

Define the problem

Describe the student's feelings

Discuss the Alternatives and evaluate

Decide on a plan with a time frame

Determine the effectiveness

Mentors can help students in goal setting:

Set achievable goals

Set believable goals

Set measurable goals

Have ownership of goals

Consider all alternatives

Choose goals worth doing

Set target dates

Mentors should not share:

Personal relationships in detail

Religious views in detail

Whether or not they have used drugs, alcohol or engaged in any illegal activity
 Their home address, phone number unless they want to give it out

When to get help for a student

(report to mentor coordinator, guidance administration, teachers)

Abrupt changes in behavior
 Sudden drop in grades/school work
 Hanging around with a bad group of friends
 Saying or doing strange things that suggest his/her mind is not functioning rationally
 Loss of appetite/loss of weight
 Fluctuations in pupils of the eyes
 Being secluded for long periods of time
 Pawning or excessive borrowing

Report drug abuse, pregnancy and any abuse immediately

Remember...

Responsibility for change lies with the student
 Let the student know the advantages of having a high school diploma
 Challenge the student to consider career options
 Have a sense of humor
 Have fun

Autobiography of a Mentored Student

I walk down the street, there is a deep hole in the sidewalk, I fall in.
 I am lost...it isn't my fault. It takes forever to find a way out.
 I walk down the same street, there is deep hole in the sidewalk,
 I pretend I don't see it. I fall in, again. I can't believe I am in the same place, but it isn't my fault. It takes a long time to get out.
 I walk down the same street, there is a deep hole in the sidewalk,
 I see it there, I still fall in...it is a habit...but my eyes are open. I know where I am. It is my fault. I get out immediately.
 I walk down the same street, there is a deep hole in the sidewalk,
 walk around it.
 I walk down another street.

Appendix A

Onward Bound Mentor Profile

Please complete the following in-depth application to help us know you better and match you with the correct student.

1. How would you describe your communication style?

- Life of the party
 Friendly and outgoing
 Usually wait to be approached by someone new
 Reserved until I get to know someone new
 None of the above (please describe) _____

2. What type of student would you prefer to mentor?

- Aggressive, the one who takes the lead
 Very involved and open
 Participatory but not too assertive
 Reserved and on the quiet side
 Any style is fine with me.
 Other (please describe) _____

3. I am interested in becoming a mentor with the Onward Bound because (check all that apply)

- I think I'd be a positive role model
 I like children
 I have the time to give
 I overcame difficulties growing up and would like to help someone else
 I think I have the personality and abilities to be a good mentor
 I am interested in a long term relationship with a child
 I believe in the value of mentoring
 I wish I had a mentor when I was in school

4. Please prioritize the following criteria you would prefer in a student :

- Same gender
 Same ethnicity
 Similar career interests
 Similar personal interests
 Similar background
 Other (please specify) _____
 No preference

5. How comfortable would you be in counseling your student regarding his or her use of poor judgment?

- very comfortable
 somewhat
 not at all

6. How comfortable would you be in counseling your student regarding drug or alcohol abuse?

- very comfortable
 somewhat
 not at all

7. Please indicate how comfortable you would be in talking to a student about the following
 very comfortable somewhat not at all

- a. world of work _____
 b. goal setting _____
 c. career planning _____
 d. college planning _____
 e. personal experiences _____
 f. hobbies/interests _____
 g. personal problems _____
 h. drug awareness _____

8. What experience do you have in drug awareness education?

9. Please prioritize those activities that you see as most important in a mentor relationship?

- give advice on career options and decision making
 make job and resource referrals
 assist in job readiness activities
 assist in post-secondary education or training plans
 participate in school activities
 assist in social skills development
 provide encouragement and support
 be a friend
 other _____

10. Please indicate how comfortable you would be in handling the following potential problems:

vc = very comfortable s = somewhat n = not comfortable

- You have a hard time reaching your student
 You make arrangements to meet and your student doesn't show up
 Your student seems unresponsive to your interest in getting to know him or her
 Your student calls you too often
 Your student has little interest in your job/profession
 Your student shares very sensitive thoughts or information with you

11. Are there any particular problems you would prefer not to handle as a mentor? (please explain)

12. How did you learn about the Mentoring program?

- recruited by a current mentor or volunteer
 recruited by staff of business or civic group
 friend
 business colleague
 other (please explain) _____

13. Would you have any objection to a background check before being accepted as a mentor?

yes no

If yes, please explain :

14. When you were a teenager, to what income group was your family considered to belong?

- low income
 middle income
 high income

15. How would you describe yourself as a teenager?

- troubled (at risk, serious problems and little success)

_____ typical (some problems and some successes)
 _____ above average (well adjusted and mostly successful)

16. As a teenager, did you have a mentor?

_____ yes _____ no

17. If yes, please describe your mentor:

18. What do you think about individuals privately using cocaine or marijuana?

19. Current job

title _____

Department (if appropriate)

20. Previous jobs

21. Highest educational degree

earned _____

22. Are you currently in any education or training program? If yes, please specify:

23. List any clubs or organizations of which you are presently a member :

24. Would you prefer an elementary, junior high, or senior high student? _____

25. Where would you prefer to mentor? closer to work _____ closer to home _____

26. Have you completed training for mentoring? _____

27. Have you filled out security background information? _____

28. If there is anything else you would like us to know about you, talents, areas you would like to volunteer with. Please include it here :

References

Please list four references: (please include at least one family member, one personal friend and one work reference.)

Name: _____ Name _____

Address _____ Address _____

City _____ City _____

State _____ Zip _____ State _____ Zip _____

Home # _____ Work # _____ Home # _____ Work# _____

Relationship _____ Relationship _____

Name _____ Name _____

Address _____ Address _____
 City _____ City _____
 State _____ Zip _____ State _____ Zip _____
 Home # _____ Work # _____ Home # _____ Work # _____
 Relationship _____ Relationship _____

The undersigned acknowledges and agrees that (1) he/she is not obligated if called upon to perform the volunteer services herein applied for; (2) that Onward Bound is not obligated to assign or actively seek to assign him/her a Onward Bound student; (3) That as a part of the Onward Bound matching process, additional information may be elicited from the applicant by the Onward Bound mentoring program coordinator; and (4) Onward Bound reserves the right at all times to terminate any match between any volunteer and student, for whatever cause.

I declare that all of the statements made in this application are true, complete and correct to the best of my knowledge.

 Applicant's Signature Date

MENTOR RELEASE

In order for Onward Bound to complete the processing of mentor applications it is our policy to have a routine local and state criminal background check conducted. Results of the background check will remain confidential, and will be considered the property of Operation Living Hope. In relation to my volunteer mentor application, I understand that background inquiries are to be made on myself. I understand that you will be requesting this information from employers and various federal, state and other agencies which maintain records that concern my past activities. I authorize, without reservation, any party or agency contracted by Minneapolis Public Schools to furnish the above mentioned information in accordance with any and all federal state laws. I understand to aid in the proper identification of my file or records the following information is necessary.

 Last Name Middle Name First Name

 Current Address (Physical Address) Apt. #

 City State Zip Code

 Previous Address (if at current address less than 5 yrs.) Apt. #

 Social Security Number Date of Birth Driver's License Number

 Sex Race Marital Status

Signature Date _____

Interview Completed by _____,

Date _____

Note: A copy of this form should be sent to the Onward Bound Office along with a copy of volunteer/mentor application and appropriate security forms.

Dear Parents,

Your child has been recommended for our mentoring program. This program involves matching a student with a trained adult volunteer who will be meeting with your child on a regular basis to provide encouragement and motivation.

Mentors might participate with your child in one or more of the following: eating lunch together, sharing reading activities, math activities, computer activities, tutoring, career orientation, exploration activities or other special interests of your child like art, music or other. However, the primary focus will be to pay special attention to your child's unique abilities, qualities and to encourage their unlimited potential and success.

If there are particular concerns or difficulties your child is experiencing and you feel it would be helpful for the mentor to know, please include in the lower space. Also if there are special activities, interests that your child enjoys, please write them in the space provided.

All authorized mentor activities will be during regular school hours. Elementary mentors meet only on campus during school hours. Secondary mentors generally meet on campus unless additional permission is given for off campus activities. This program will continue for the entire school year.

Please **SIGN** and **RETURN** this form **TOMORROW** with your child so that your child can participate. We are excited about this program and look forward to helping.

Chairman,

Mentor Program at _____

Phone: _____

Best time to call: _____

Appendix B

Onward Bound Mentoring

Parent Permission

The following information will be shared with your child's mentor:

Child's Name: _____

Nickname: _____

Birthdate: _____

Child's Age: _____ Male _____ Female _____

Race _____

This child has _____ (How many?) brothers/sisters. Their names and ages are:

_____ age _____

_____ age _____

_____ age _____
 _____ age _____
 _____ age _____
 _____ age _____

This child lives

with: _____

Languages spoken in the
 home: _____

Things your child likes to do in his spare
 time: _____

Special interests/hobbies: _____

Special concerns or
 difficulties: _____

Can your child be available for mentoring at these additional times (check all that apply)?

Before School _____ On what days of the week/times:

After School _____ On what days of week/times

Type of transportation to school: _____ from school: _____

I give my permission for my child to participate. I also give my permission for monitoring of my child's progress, i.e., grades, attendance, behavior, by the Mentoring Program designee. These will be utilized for program evaluation purposes.

Parent's
 Signature _____ Date: _____

Parent/guardian/s
 name _____

Address: _____

City: _____ Zip

Code: _____

Home Phone _____

Employer: _____

Phone: _____

Is it alright to be called at work? _____

Appendix D

Onward Bound's

Mentoring Fact Sheet

Why Should a Person Become a Mentor?

Your influence can help build a student's self-worth and demonstrate that someone cares. These students may have a better chance of being successful and productive in their school as well as in their home and community environment with your support.

Who Can Be a Mentor?

Responsible, caring adults who are willing to share time on a consistent basis.

What Does A Mentor Do?

A mentor commits to meet once a week for the entire school year. A mentor will become a friend, tutor, and role model to the student. A mentor may find themselves sharing: breakfast, lunch, tutoring, homework, reading, computer activities, art activities, career awareness/exploration or other interests with their student.

Where Do I Mentor?

Elementary mentoring is done on the school campus in public viewing areas during regular school hours. The media center is generally the best area for mentoring unless otherwise determined by the school

Secondary Mentoring is generally done through peer counseling, performance based programs, search (science & engineering) or teachers as mentors programs.

When Can I Mentor?

Generally, the best time for mentoring at the elementary level is during lunch. At the junior high or high school level, it may be during a specific class period. Other options for mentoring include the time period just before school or right after school. Many schools designate times during the day that students can be mentored. Each school establishes their own guidelines for times the student is available.

What Do I Do to Get Started?

Fill out the Mentor application to help us with your availability and interests.

Return this to the designated contact at

You can register for district training sessions for mentoring by calling 763 227 2438.

These training sessions are held at our Education Services Facility

Your school mentor contact will then call you for an interview and to match you with an appropriate student. They will help you arrange your first visit. Thank you for your patience. Conducting background security checks takes time and is important to safety guard our children. We ask your cooperation with this process.

Your contact will introduce you to your student on your first session as well as answer any further questions that may arise.

When you come into the school, sign in and follow the front office procedures for school visitors.

All volunteers including School Board employees will sign the Apple Corps notebook.

What Do You Do if You Can't Make Your Scheduled Appointment?

Make sure the student knows you cannot attend by contacting the school office, or designated school contact _____.

What Do You Report To The School Administration?

Under the following situations, the mentor must notify the school administration (principal or representative):

When a child states to you that s/he will harm her/himself or others; or when a child tells you about emotional, physical, or sexually abusive acts that directly involve him.

Other concerns that you might have can be shared with the school administration or guidance department.

Who Is Your School Mentor Contact?

Your contact will be: _____.

Appendix E Mentor Progress Report

Onward Bound wants to find out how your mentoring is going. Please fill out the questionnaire below to help us improve our programs:

Mentor Name: _____

How long have you been mentoring? _____

School where you currently mentoring?

Your student's
name? _____

How is your relationship with your mentee
developing? _____

Do you have any concerns about your mentee? _____

Do you plan to continue mentoring this child after this school year?

What have you liked most about your mentor experience?

Have you been able to meet with your student on a consistent basis? On average how many times a month do you meet with the student?

What has your experience at the student's school been like?

What resources or materials could we provide to help support your mentoring sessions

Do you have any suggestions on how the Onward Bound can improve our mentoring program?

Appendix F Mentor Referral Form

Script: "Currently Onward Bound is in need of mentors. We still have _____ (number) students waiting for mentors. As you know the mentor component is the

glue that holds this program together and our students benefit tremendously from their mentor.

We have found that our mentors are the best recruiters as they know the program and can share their personal experiences. We would like to explore ways in which you may be able to help us recruit more mentors.

Who is your current employer? _____

Do you have any ideas of how we could recruit more mentors from your company or the community?

Are there staff or department meetings where you or a mentoring coordinator staff person could make a 5-10 minute presentation about becoming a mentor?

Is there anyone within your company who could help us recruit mentors? (i.e. HR manager or Community Relations manager)

Could we put a message on a company e-mail system? Could we place an article highlighting your involvement as a mentor in your company's newsletter? _____

Do you belong to any clubs/civic organizations where you or a mentoring coordinator staff person could make a 5-10 minute presentation on becoming a mentor?

Are there any business relationships that you could introduce us to that may have any interest in mentor opportunities with Brevard Public Schools?

"Thank you so much for your time today and for all that you do for Onward Bound.

We have identified some great opportunities for recruiting new mentors."

Establish the next steps involved in making a presentation or getting recruitment tools such as the mentor interest form to your mentor ASAP!!!